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Testimony of Dr. Darlene Mongeau
in opposition of
S.B. 1095 (RAISED) AN ACT CONCERNING SCHOOL RESOURCE OFFICERS
Education Committee - February 27, 2023

Representative Currey, Senator McCrory, Representative McCarty, Senator Berthel, Vice Chair Leeper, Vice Chair Winfield and esteemed members of the Education Committee, my name is Darlene Mongeau and I am a School Counselor/Mental Health Counselor in CTECS – Wolcott Technical High School and member of the American and Connecticut School Counselor Associations. Thank you for the opportunity to offer **testimony in opposition of Senate Bill 1095 - AN ACT CONCERNING SCHOOL RESOURCE OFFICERS.**

Senate Bill 1095 adds that (ii) that individuals who are school counselors, social workers, psychologists, aides or other staff members and have appropriate training and ongoing supports may be assigned the duties of a school resource officer.

- This bill, as written, would be a conflict of interest to the role of a School Counselor. If any duties of a School Resource Officer role aligns with each of the following support staff roles (ex. School Counselor, School Social Worker etc.) mentioned in this bill, they should be specifically stated within the bill because each role possesses significant differences in the required training programs, degrees, and certification processes. Please take into consideration, that if the role of the School Counselor changes, it will then have to be amended to reflect in the American (National level) and Connecticut School Counselors Standards (see attached). In addition, the amendments in this bill that require additional training would need to be included in the education process of those pursuing School Counseling training for certification.
- The following sentence in this bill states: "School Resource Officer" means a sworn Police Officer of a local law enforcement agency. A sworn Police Officer has specific training in the area of Criminal Justice that School Counselors would not possess unless attending a rigorous training program in the area of Criminal Justice. As a School Counselor, I have had 3.5 years of experience working with incarcerated youth in the Juvenile Justice System. However, the one course that I have taken as an elective in my Doctoral studies program has not prepared me enough to perform the duties of a "School Resource Officer" who is a sworn Officer. In my past employment, I was trained to perform restraints, and never have placed hands on a student, or ever felt comfortable utilizing my training if needed, especially with those students who had significant mental health needs. I would support staff by responding to a student in crisis by utilizing my counseling expertise deescalating the situation before a restraint was needed. I developed a supportive relationship with my students, which in many cases was not easy because they have difficulty trusting others, especially for those who are diagnosed with Post-traumatic Stress Disorder. Students need to have physical and emotional safety from support staff they can trust. The supportive relationship between counselor and student can be compromised if School Counselors are expected to enforce the Law and/or school policies in an Officer role.

- This bill needs more clarification of what is meant by “assigned the duties of a school resource officer” to include the specific training and/or certifications needed for specific situations prior to consideration of the School Counselor replacing a Sworn Officer’s role in a school environment. Prior to passing this bill, further research should be conducted in the area of effects of School Counselor’s role as a School Resource Officer in all areas, especially those requiring the use of restraints, criminal justice interventions regarding use of firearms and school-based arrests, use of power/authority to enforce rules and policies, etc.
- Fortunately, when I was working as a School Counselor with a high-risk population of incarcerated youth, my student caseload of 26 incarcerated youth in a residential treatment facility was manageable. I currently work in the Connecticut Technical Education and Career System as School Counselor with a student caseload of 209 students, and I am the case manager for 29 students with 504 plans. My role as a School Counselor supports the efforts of a School Resource Officer when needed for students at Wolcott Technical High School. I will often assist the School Resource Officer with the processes of supporting restorative practices such as social-emotional learning, individualized and group counseling lessons, building relationships, collaboration with school staff and parents to best support students’ academic, behavioral, and future success. A School Counselor, no matter the situation, should perform their duties (see attached ASCA/CSCA standards) without being “assigned the duties of a School Resource Officer”.

I would ask that you modify this bill. School Counselors should not be doing the work of the School Resource Officer as it is in direct conflict with the ethical and professional standards required in the role of the School Counselor.

Thank you for your time and consideration.

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Appendix A: **Student Standards and Competencies**

Connecticut Comprehensive K–12
School Counseling Framework Guide



CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Appendix A

Student Standards and Competencies

The CCSCF student competencies are used in creating school counseling lessons as part of the comprehensive developmental school counseling curriculum. These are meant to be used as a “menu” of skills that students should acquire through the course of their K–12 education. Some competencies may not be used, depending on the path that students decide to pursue after high school. Some of the competencies listed also meet other subject area standards and may be used when creating co-teaching lessons with other subject areas (e.g., computer/technology teachers, language arts teachers, etc.).

Academic Domain				
Standard A1: Demonstrate skills for effective learning and achieving school success				
K–3	4–5	6–8	9–10	11–12
State why learning is important	Demonstrate the impact that study skills have on school achievement	Learn how to track use of time and understand efficient use of time	Implement effective organizational study skills and test-taking skills	Engage actively in challenging curriculum
Demonstrate effective speaking, listening, and inquiry skills	Demonstrate understanding of when to seek academic support and from whom	Demonstrate the importance of taking responsibility for independent learning	Use time management skills in addressing school responsibilities	Take responsibility for academic integrity
Work independently and with others	Demonstrate the ability to work independently	Demonstrate awareness of the relationship between learning and effort	Demonstrate how effort and persistence positively affect learning	Meet graduation requirements
Work with and without supervision	Gain an understanding of different learning styles and assess their own	Demonstrate an understanding of when you would need academic support and who you would go to for help	Effectively and proactively utilize resources to help improve academic performance, e.g., tutors, resource centers, teacher, etc.	Guide, mentor and support peers to achieve excellence in class

Standard A1: Demonstrate skills for effective learning and achieving school success				
K–3	4–5	6–8	9–10	11–12
Identify goals for personal behavior progress, achievement, or success.	Explore the impact of mindsets and behaviors on school success	Demonstrate understanding of the concepts of reducing stress and test anxiety	Apply techniques for reducing stress and test anxiety	Communicate effectively through written reports, oral presentations and discussion
Review and expand upon skills needed to learn in school	Understand effective communication skills for learning	Demonstrate the ability to work cooperatively in a group	Demonstrate an understanding of graduation requirements	Use an interdisciplinary perspective to recognize cultural and societal diversity
Demonstrate the relationship between effort and learning	Demonstrate an understanding of the concept of academic integrity	Plan a rigorous four-year plan of study that aligns with personal interests and abilities	Demonstrate the ability to work cooperatively in a group	Identify how cultural differences impact and influence assumptions, perceptions, and personal values
Practice self-control and individual responsibility	Describe the relationship between goals and success	Set informed academic, career, and personal goals	Review, revise and update academic, career, and personal goals	Review, revise and update academic, career, and personal goals
Standard A2: Demonstrate ability to plan a challenging program of studies to prepare for a variety of options after graduation.				
K–3	4–5	6–8	9–10	11–12
Develop an understanding of the concept of academic disciplines, e.g., English, Social Studies, Math, Science, World Language, etc.	Students can understand the impact of hard work and effort on academic achievement, even as there may be other determinants	Demonstrate critical thinking skills to make informed decisions	Demonstrate the skills of independent research and investigation	Review and revise program of studies to match individual postsecondary plan

Standard A2: Demonstrate ability to plan a challenging program of studies to prepare for a variety of options after graduation.				
K–3	4–5	6–8	9–10	11–12
Explore the connection between making choices in the present and future plans	Explore postsecondary options and career pathways	Use initiative and creativity and apply knowledge and skills	Make academic achievement and learning experiences high priorities while developing the ability to balance competing priorities	Demonstrate a high level of literacy and the ability to organize knowledge and ideas to produce reasoned, written responses
Demonstrate a sense of belonging	Discuss choices and consequences	Define and articulate their personal values	Use assessment results in educational planning	Utilize resources to improve test taking ability and implement enhanced test taking strategies
Follow instructions and complete assignments	Demonstrate basic goal setting techniques	Research plans of study in high school	Connect future plans to goals and make informed program of studies choices	Apply strategies to fulfill education and career goals outlined in their student success plan
Standard A3: Demonstrate an understanding of the habits of mind of an engaged student in relation to all aspects of their lives.				
K–3	4–5	6–8	9–10	11–12
Explore what it looks like to be a student who is engaged in learning	Develop a logical argument for a solution to a problem or project	Predict outcomes based on observations or information provided	Demonstrate the ability to balance school, home, and extracurricular activities	Complete an extended project that requires planning, developing a solution or product, and presenting the results orally and in writing
Demonstrate the ability to focus on an assigned task	Demonstrate sustained time on task behavior	Develop and test hypotheses in seeking options for solving problems	Share knowledge effectively with others	Understand that change is a part of growth

Standard A3: Demonstrate an understanding of the habits of mind of an engaged student in relation to all aspects of their lives.				
K–3	4–5	6–8	9–10	11–12
Apply classroom and school rules	Be able to evaluate their ability and reflect on their performance, self-rate	Respond effectively to novel situations	Demonstrate an understanding of the value of life-long learning	Cognitively engage in the learning process, monitoring and regulating their learning
Assert boundaries, rights and privacy	Exert their best effort and concentrate effectively on the task at hand	Make inferences from information provided to develop a solution for a problem or project	Use multimodal communication to communicate a coherent message	Identify and describe their personal leadership style, strengths, and limitations
Demonstrate cooperation by taking turns in the classroom	Demonstrate the ability to stay on task to improve a product or until it is completed	Demonstrate a positive mental attitude and belief in their own success	Seek and undertake experiences within the school and community that enhance coursework and support personal goals	Work within diverse teams
Standard A4: Demonstrate the ability to integrate technology to enhance learning and to solve problems				
K–3	4–5	6–8	9–10	11–12
Be able to develop novel solutions to a problem	Use technology safely and responsibly in the learning environment	Accept mistakes as essential to the learning process	Demonstrate appropriate skills to locate, organize, understand, analyze and synthesize information from multiple digital sources	Demonstrate online literacy and be able to discern if information is reliable, relevant, and accurate
Understand the creative problem solving model	Be accountable for their actions with technology	Actively and creatively use various types of technology resources for academic success	Apply technical knowledge and skills to complete real-world assignments	Apply technological knowledge to their everyday activities and course work

Standard A4: Demonstrate the ability to integrate technology to enhance learning and to solve problems				
K–3	4–5	6–8	9–10	11–12
Practice investigating, inventing strategies	Understand that the use of technology is a privilege	Provide peer feedback on other's work	Identify, evaluate, and utilize technology tools for academic success	Use a systematic and progressive process to solve a problem
Use technology for learning to directly complete all or part of an activity	Demonstrate the ability to design a technology product	Demonstrate adaptability and persistence when faced with challenges	Demonstrate personal responsibility for researching postsecondary schools and careers	Demonstrate the ability to design a complex product that meets a set of requirements
Standard A5: Demonstrate the ability to use creativity and outside experiences to enrich the learning process				
K–3	4–5	6–8	9–10	11–12
Explore different types of activities outside the classroom	Learn how to build relationships in new situations	Develop an understanding of the value of commitment and apply it to the learning environment	Participate in extra-curricular and community experiences	Choose courses that match extra-curricular interests
Determine a goal to fulfill in school or home	Identify and evaluate extracurricular options related to interests and abilities	Gain new insights into themselves and how these skills relate to future goals and academic environment	Balance extracurricular commitments with academic responsibilities	Identify and access resources to pursue postsecondary goals
Describe students' rights and responsibilities	Make a connection between school and the work world	Demonstrate an understanding of group dynamics and the various roles that exist in groups	Understand the correlation between school success and the positive transition to community, postsecondary and career path	Demonstrate Self-directed independent learner

Standard A6: Demonstrate the ability to set goals based on reflective evaluation of current performance.				
K–3	4–5	6–8	9–10	11–12
Develop an understanding of the concepts of habits of mind and behaviors	Develop an understanding of the problem solving model	Identify habits of mind and behaviors that lead to success	Apply knowledge of aptitudes and interests to goal setting	Actively seek, evaluate, and, when appropriate, incorporate feedback
Demonstrate an understanding of how to respond appropriately when things don't go as expected	Demonstrate the impact that study skills have in school achievement	Accept mistakes as essential to the learning process	Use problem solving and decision-making skills to assess progress toward educational goals	Articulate their own identity, experiences and biases and how these affect their ability to lead
Understanding the importance of classroom success to future success	Describe the consequences of inappropriate choices	Explore the relationship between educational goals in elementary school and career planning	Evaluate and reflect on their actions and modify as necessary	Demonstrate an understanding of what influences the decision-making process

Career Domain				
Standard C1: Identify personal values, personality, abilities and interests in relation to career options and the world of work.				
K–3	4–5	6–8	9–10	11–12
Identify likes and dislikes, hobbies and leisure activities	Complete a career interest inventory to identify career interest areas	Take an updated career interest inventory and identify potential careers of interest	Identify personal strengths and weaknesses in relationship to postsecondary education and training requirements	Identify skills, abilities, accomplishments, awards and personal qualities in preparation for writing a resume, interviewing and completing applications
List three reasons why someone chooses a particular job/career	Identify careers that match their interests	Identify personal abilities, skills, and interests and how they relate to their chosen careers	Demonstrate skills and habits of mind essential for a job interview	Convey positive qualities and attributes during a mock or actual interview
Define personality and its influence on career choice	Describe personal qualities and how they relate to their career interests	Identify personal values important to career choice	Pursue hobbies, extracurricular activities of interest, and/or experiences within the school, especially those related to career choice	Identify how to use time effectively in order to complete all important tasks while managing extra-curricular activities, job responsibilities, and family
Standard C2: Demonstrate the skills and abilities to research, identify career options, and take the necessary steps to obtain a job. Develop a research strategy and the tools to search for and obtain employment.				
K–3	4–5	6–8	9–10	11–12
Define what work and careers are, why work is important, and the reasons why people work	Identify and explore the career clusters and learn about jobs in each of the clusters. Students should be able to identify career clusters they are most interested in and why	Research and present three jobs from the career interest inventory, noting why they are interested in these careers	Apply decision-making skills to previous career research to set career goals	Research colleges and employment options available based on career choice

Standard C2: Demonstrate the skills and abilities to research, identify career options, and take the necessary steps to obtain a job. Develop a research strategy and the tools to search for and obtain employment.				
K–3	4–5	6–8	9–10	11–12
Research what jobs are found within the school building and at home	Investigate a career option by interviewing a worker in the selected field	Research postsecondary education requirements for chosen career as well as skills needed in order to plan for postsecondary options	Research postsecondary academic requirements in relation to future career goals for the purpose of academic planning	Review 4-year plan, career goals, and strategies and amend as necessary
Describe how the role of the student is like that of an adult worker	Research one career of choice, gaining an understanding of salary, education, skills, tasks and abilities	Describe the relationship between career interests, high school courses and postsecondary options	Attend a college and/or career fair to research postsecondary options and requirements	Write a resume including skills, attributes, accomplishments, and awards
Research what family members do for work	Learn about traditional and nontraditional careers and gender role stereotyping	Assess academic strengths and weaknesses, interests and aptitudes	Develop a 4-year academic plan in relation to future career goals and postsecondary requirements	Complete college applications and/or job applications
Standard C3: Demonstrate effective workplace habits and the ability to transfer employability skills to future career success, and from job-to-job across the lifespan.				
K–3	4–5	6–8	9–10	11–12
Define the terms career, job, work and employment	Explain how work helps students to achieve personal success and fulfillment	Understand the importance of attendance and punctuality and how it relates to the workplace	Organize and prioritize academic courses based on 4-year academic plan and future career choice	Develop problem-solving and decision-making skills in the college process
Discuss responsibilities at home and at school	List three skills they have developed so far as students	Develop a daily homework/study, extracurricular activity & chore schedule, learning how to manage a schedule	Develop ongoing time management skills and create a school and work schedule	Develop interviewing skills, resume and cover letter writing, and how to follow up after an interview

Standard C3: Demonstrate effective workplace habits and the ability to transfer employability skills to future career success, and from job-to-job across the lifespan.				
K–3	4–5	6–8	9–10	11–12
Understand the role and work of a student	Understand the importance of responsibility and good work habits and how they prepare one for the workplace	Learn how to create S.M.A.R.T. goals for academic and career success	Continue to learn how to effectively create S.M.A.R.T. goals and make improvements or changes as necessary	Learn how to interpret standardized test scores and how to use those to improve
Examine the value of rules in school and in the workplace	Link the importance of academic achievement to future career success	Examine the importance of lifelong learning and acquiring new skills	Identify steps that need to be taken over the next few years for transition from high school to postsecondary education/training	Complete required steps toward transition from high school to postsecondary education, training programs or the workplace
Standard C4: Demonstrate an understanding of work/life balance and how it impacts quality of life, personal and financial well-being, and lifestyle choices.				
K–3	4–5	6–8	9–10	11–12
Discuss “wants” versus “needs” as related to work, income and lifestyle	Understand different types of work, different types of requirements for jobs and the different types of expectations for jobs	Participate in a financial literacy/ cost of living lesson	Demonstrate their own financial independence	Learn how to create a simple budget distinguishing between wants and needs
Discuss why they like or dislike performing certain tasks	Learn to use time management skills	Create a weekly calendar of homework time, extracurricular activities & family events	Manage a calendar of extracurricular activities, work, school work, etc.	Plan a calendar of senior year events, including college/career material submission timeline
Discuss what makes them happy and how that impacts their quality of life	Explore and research the concept of career clusters and learn about job opportunities	Understand the relationship between community service/ extracurricular activities and career goals	Participate in job shadows and internship opportunities to explore what fields are of interest	Participate in job shadows and internship opportunities to explore what fields are of interest

Standard C5: Identify a plan to make a successful transition from school to postsecondary education and/or the world of work.				
K–3	4–5	6–8	9–10	11–12
Identify at least 5 different jobs/careers	Understand how attendance, punctuality, and doing one's best transfer to the workforce and are important	Describe the relationship between level of education/training and career goals	Develop a system for collecting information that will be helpful in writing a resume (i.e., participation in extracurricular, community service activities, awards)	Create a resume and fill out mock job applications
Learn to create simple plans of action for completing a task	Discuss personal habits of persistence, resilience, and effort as applied to future success	Identify career clusters that they would want to pursue as part of their career plan	Create a career plan/goals by selecting a career pathway within a career cluster	Participate in an internship or job shadow experience and mock interview
Use programs like PAWS & Jobland to explore the world of work	Understand the transition to middle school, participating in transition activities	Understand the transition to high school, participating in transition activities	Attend a college and/or career fair	Attend a college and/or career fair
Standard C6: Demonstrate an understanding of technology in the workplace.				
K–3	4–5	6–8	9–10	11–12
Identify why technology is used at school and in the workplace	Research 5 jobs that have tech requirements as part of the job	Understand appropriate technology use in school and in personal time	Apply knowledge of technology and social media to research and organize career goals	Analyze career outlooks and opportunities for employment using appropriate technology

Social-Emotional Domain				
Standard S/E1: Demonstrate an understanding of how individual actions can impact relationships, environments, and influence other people.				
K–3	4–5	6–8	9–10	11–12
Identify and express feelings	Demonstrate ways to make and keep friends	Express feelings appropriately for the environment or situation	Identify the difference between positive and negative relationships	Demonstrate an understanding of all elements of effective oral and written communication
Share feelings when appropriate and listen to others about their feelings	Reflect on how our words and actions can impact others	Learn the conflict resolution process	Recognize the impact that change and transition can have on personal development and social interactions	Apply effective communication skills in conflict situations and when experiencing negative emotions
Acknowledge the needs of others	Discuss ways to solve problems with others	Identify differences between nonverbal and verbal communication and demonstrate active listening skills	Demonstrate effective leadership skills	Create positive and supportive relationships with others to support their success
List characteristics of a good friend	Understand the difference between assertive and aggressive behavior	Learn about positive leadership styles	Demonstrate an understanding of group dynamics and how they influence relationships	Demonstrate skills effectively express opinions, attitudes and beliefs in a group situation
Standard S/E2: Demonstrate cultural awareness when collaborating with others and taking steps to be inclusive.				
K–3	4–5	6–8	9–10	11–12
Identify skills used for positive interpersonal relations	Demonstrate skills for working cooperatively	Investigate ways to help and engage others in the school or community	Demonstrate respect for all cultural traditions and heritage	Recognize that everyone has rights and responsibilities

Standard S/E2: Demonstrate cultural awareness when collaborating with others and taking steps to be inclusive.				
K–3	4–5	6–8	9–10	11–12
Acknowledge that all people have likenesses and differences	Identify and explore opportunities to develop personal strengths and assets (including unique cultural and language assets).	Demonstrate an understanding of the negative impacts of excluding others	Analyze the impact of individual similarities and differences on interpersonal relationships	Demonstrate skills to effectively express and listen to diverse opinions, habits of mind, and beliefs in a group
Develop strategies to build relationships with others who are different from you	Demonstrate respect for alternative points of view	Recognize individual differences in ethnicity, culture, race, religion, and lifestyle	Demonstrate the ability to take the perspective of others, including those from different backgrounds	Accept and appreciate individual differences in ethnicity, culture, race, religion, and lifestyle
Recognize the value of others contributions	Demonstrate an understanding of a variety of cultures, ethnicities, and religions from around the world	Understand their own cultural vantage point	Understand the characteristics of a free and democratic society in relation to acceptance of alternative viewpoints, lifestyles, and choices	Demonstrate their civic responsibility in building a better society
Standard S/E3: Demonstrate the ability to make decisions, think divergently, and take steps to achieve desired outcomes.				
K–3	4–5	6–8	9–10	11–12
Identify decisions that need to be made at home, in school, and in the community	Demonstrate an understanding of the steps in the decision-making process	Analyze possible alternatives when peer pressure is influencing a decision	Develop effective coping skills when dealing with difficult decisions	Analyze the influence of others on their decisions
List the possible outcomes and consequences of a decision	Demonstrate responsibility for decisions and actions	Increase capacity to generate multiple alternatives before making decisions	Demonstrate effective decision-making skills that lead to positive interpersonal relationships	Practice taking personal responsibility for negative consequences of decisions made

Standard S/E3: Demonstrate the ability to make decisions, think divergently, and take steps to achieve desired outcomes.				
K–3	4–5	6–8	9–10	11–12
Understand that all decisions have alternatives	Demonstrate an understanding of how personal decisions can also impact others	Identify sources of information for decision-making in school and in the community	Demonstrate the ability to seek, identify, and evaluate relevant information for aiding in decision-making	Identify resources to support decision-making about the transition from high school to their postsecondary plan
Demonstrate when, where, and how to seek help for solving problems	Identify when peer pressure is influencing a decision	Demonstrate how to evaluate options, make a choice, and develop a plan when faced with a problem	Demonstrate the ability to put a plan into action when faced with a problem	Reflect on personal decisions made and evaluate the success of the decision-making process for that situation
Standard S/E4: Demonstrate an understanding of the relationship between practicing self-care and personal well-being.				
K–3	4–5	6–8	9–10	11–12
Identify personal positive characteristics	Identify personal, values, habits of mind, and beliefs	Identify positive ways to respond to negative comments and situations	Understand the negative impact unhealthy relationships can have on your well-being	Demonstrate a positive attitude towards yourself as a unique and worthy person
Learn techniques for managing negative feelings such as anger, stress, sadness, and anxiety	Identify sources and causes of negative feelings such as anger, stress, sadness, and anxiety	Identify self-care options for self and others when in need	Learn about and apply locus of control to situations that trigger negative emotions	Develop a deeper understanding of their personality and temperament and how it relates to effective self-care practices
Identify activities that bring out positive feelings and emotions	Develop effective coping skills for dealing with problems and negative feelings	Understand the importance of taking care of our bodies and personal wellness	Develop skills to balance and manage life events, personal issues, and school success	Demonstrate the ability to self-regulate negative emotions, control impulses, and motivate themselves in all environments

Standard S/E4: Demonstrate an understanding of the relationship between practicing self-care and personal well-being.				
K–3	4–5	6–8	9–10	11–12
Understand internal versus external stressors	Complete a stress inventory	Evaluate stress level and ability to utilize healthy coping skills	Demonstrate an understanding of environmental, societal, and individual stressors	Identify ways to manage multiple stressors as they transition to postsecondary education and/or work
Participate in conversations about what “mental health” means	Understand the importance of healthy feelings, thoughts, and actions and who to go to for help	Identify signs of depression and/or suicide in self or others and who to go to for help	Identify when self or others are struggling with suicidal ideation and who to go to for help	Prepare to take charge of their own mental health as they transition to postsecondary education and/or work
Standard S/E5: Demonstrate understanding and practice of personal safety skills.				
K–3	4–5	6–8	9–10	11–12
Describe appropriate and inappropriate physical contact	Identify ways to practice self-control	Demonstrate ways to resist peer pressure to use drugs/alcohol or make other risky behaviors or destructive decisions	Differentiate between situations requiring peer support and those requiring adult and/or professional assistance	Demonstrate self-control in the classroom, school, and community
Describe the differences between a safe and unsafe environment or situation and identify situations that would require them to seek help	Demonstrate the ability to assert boundaries, rights, and personal privacy	Describe the types of harassment, the consequences of harassment, and how to report incidents	Apply effective problem solving and decision-making skills to make safe and healthy choices in relationships	Identify strategies and resources for assistance with harassment and/or abusive relationships
Identify safe people in school and in the community and demonstrate how to ask them for help	Identify school and community resources for assistance with personal concerns	Demonstrate safe and responsible behavior in school and in the community	Know school referral options for self and others in emotional need and school procedures for responding to harassment	Know community referral options for self and others in emotional need when to ask for help

With adult assistance, identify and perform tasks that contribute to the operation of the classroom	Demonstrate knowledge of the emotional and physical dangers of substance use/abuse and other risky behaviors or destructive decisions	Demonstrate an understanding of peer pressure and appropriate responses	Develop strategies to resist peer pressure from different sources (e.g., friend, family member, classmate, significant other, stranger)	Identify safe alternatives to risky behaviors (e.g., trying drugs, getting into a car with a drunk driver, walking home alone)
Standard S/E6: Demonstrate an understanding of the risks and responsible use of technology.				
K–3	4–5	6–8	9–10	11–12
Identify what personal information is safe and appropriate to share online	Describe inappropriate and mean behavior online and how it can be reported and addressed	Use online tools and technology responsibly to enhance learning and social interaction	Understand the permanence of their digital identity	Understand how their digital identity can impact their life outside of the digital world



ASCA School Counselor Professional Standards & Competencies

The ASCA School Counselor Professional Standards & Competencies outline the mindsets and behaviors school counselors need to meet the rigorous demands of the school counseling profession and the needs of pre-K–12 students. These standards and competencies help ensure new and experienced school counselors are equipped to establish, maintain and enhance a school counseling program addressing academic achievement, career planning and social/emotional development. These standards and competencies can be used in a variety of ways including:

School counselors

- Self-assess their own mindsets and behaviors
- Formulate an appropriate professional development plan

School administrators

- Guide the recruitment and selection of competent school counselors
- Develop or inform meaningful school counselor performance appraisal

School counselor education programs

- Establish benchmarks for ensuring school counseling students graduate with the knowledge, skills and attitudes needed to develop a school counseling program.

Organization of the ASCA School Counselor Professional Standards & Competencies

The ASCA School Counselor Professional Standards & Competencies are organized by mindset standards and behavior standards and competencies. The standards are broader topics that describe the knowledge, attitude and skills school counselors need to implement a school counseling program. The competencies are more specific and measurable indicators of the behavior standards.

Mindsets: The mindset standards include beliefs school counselors hold about student achievement and success. Although it may be possible to measure these beliefs, the mindsets are more readily recognized through the behaviors a school counselor demonstrates as a result of the implementation of a school counseling program. Therefore, the mindset standards do not have correlating competencies.

Behaviors: The behavior standards include essential behaviors school counselors demonstrate through the implementation of a school counseling program including:

1. Professional foundation – the essential skills that are the basis of a school counselor's professional orientation
2. Direct and indirect student services – interactions that are provided directly to students or indirectly for students in collaboration with families, teachers, administrators, other school staff and education stakeholders
3. Planning and assessment – activities necessary for the design, implementation and assessment of the school counseling program

Each behavior standard has specific competencies that are measurable indicators of the broader standard. These competencies can be used to further define the behaviors necessary for the implementation of a school counseling program.

The mindsets and behaviors standards are found in the following chart, and the behavior competencies are listed afterwards.

ASCA School Counselor Professional Standards & Competencies

MINDSETS

School counselors believe:

- M 1. Every student can learn, and every student can succeed.
- M 2. Every student should have access to and opportunity for a high-quality education.
- M 3. Every student should graduate from high school prepared for postsecondary opportunities.
- M 4. Every student should have access to a school counseling program.
- M 5. Effective school counseling is a collaborative process involving school counselors, students, families, teachers, administrators, other school staff and education stakeholders.
- M 6. School counselors are leaders in the school, district, state and nation.
- M 7. School counseling programs promote and enhance student academic, career and social/emotional outcomes.

BEHAVIORS

School counselors demonstrate the following standards in the design, implementation and assessment of a school counseling program.

Professional Foundation	Direct and Indirect Student Services	Planning and Assessment
B-PF 1. Apply developmental, learning, counseling and education theories	B-SS 1. Design and implement instruction aligned to ASCA Student Standards: Mindsets & Behaviors for Student Success in large-group, classroom, small-group and individual settings	B-PA 1. Create school counseling program beliefs, vision and mission statements aligned with the school and district
B-PF 2. Demonstrate understanding of educational systems, legal issues, policies, research and trends in education	B-SS 2. Provide appraisal and advisement in large-group, classroom, small-group and individual settings	B-PA 2. Identify gaps in achievement, attendance, discipline, opportunity and resources
B-PF 3. Apply legal and ethical principles of the school counseling profession	B-SS 3. Provide short-term counseling in small-group and individual settings	B-PA 3. Develop annual student outcome goals based on student data
B-PF 4. Apply school counseling professional standards and competencies	B-SS 4. Make referrals to appropriate school and community resources	B-PA 4. Develop and implement action plans aligned with annual student outcome goals and student data
B-PF 5. Use ASCA Student Standards: Mindsets & Behaviors for Student Success to inform the implementation of a school counseling program	B-SS 5. Consult to support student achievement and success	B-PA 5. Assess and report program results to the school community
B-PF 6. Demonstrate understanding of the impact of cultural, social and environmental influences on student success and opportunities	B-SS 6. Collaborate with families, teachers, administrators, other school staff and education stakeholders for student achievement and success	B-PA 6. Use time appropriately according to national recommendations and student/school data
B-PF 7. Demonstrate leadership through the development and implementation of a school counseling program		B-PA 7. Establish agreement with the principal and other administrators about the school counseling program
B-PF 8. Demonstrate advocacy for a school counseling program		B-PA 8. Establish and convene an advisory council for the school counseling program
B-PF 9. Create systemic change through the implementation of a school counseling program		B-PA 9. Use appropriate school counselor performance appraisal process

PROFESSIONAL FOUNDATION

B-PF 1. Apply developmental, learning, counseling and education theories

- a. Use human development theories to have an impact on developmental issues affecting student success
- b. Use learning theory to support student achievement and success, including students with diverse learning needs
- c. Use established and emerging evidence-based counseling theories and techniques that are effective in a school setting to promote academic, career and social/emotional development, including but not limited to rational emotive behavior therapy, reality therapy, cognitive-behavioral therapy, Adlerian, solution-focused brief counseling, person-centered counseling and family systems
- d. Use counseling theories and techniques in individual, small-group, classroom and large-group settings to promote academic, career and social/emotional development
- e. Use career development theories to promote and support postsecondary planning
- f. Use principles of multitiered systems of support within the context of a school counseling program to provide instruction and interventions matched to student need

B-PF 2. Demonstrate understanding of educational systems, legal issues, policies, research and trends in education

- a. Explain the organizational structure and governance of the American educational system as well as cultural, political and social influences on current educational practices
- b. Explain educational systems, philosophies and theories and current trends in education, including federal and state legislation
- c. Explain and/or inform the process for development of policy and procedures at the building, district, state and national levels
- d. Explain the history of school counseling to create a context for the current state of the profession and school counseling programs
- e. Explain the nature of academic, career and social/emotional counseling in schools and the similarities and differences between school counseling and other fields of counseling, such as mental health, marriage and family, substance abuse counseling, social work and psychology, within a continuum of care
- f. Delineate the roles of student service providers, such as school social worker, school psychologist or school nurse, and identify best practices for collaborating to have an impact on student success
- g. Articulate a rationale for a school counseling program
- h. Use education research to inform decisions and programming
- i. Use current trends in technology to promote student success

B-PF 3. Apply legal and ethical principles of the school counseling profession

- a. Practice within the ethical principles of the school counseling profession in accordance with the ASCA Ethical Standards for School Counselors
- b. Adhere to the legal responsibilities of the role of the school counselor including the unique legal and ethical principles of working with minor students in a school setting
- c. Adhere to the ethical and statutory limits of confidentiality
- d. Fulfill legal and ethical obligations to families, teachers, administrators and other school staff
- e. Consult with school counselors and other education, counseling and legal professionals when ethical and legal questions arise
- f. Resolve ethical dilemmas by employing an ethical decision-making model in accordance with the ASCA Ethical Standards for School Counselors
- g. Model ethical behavior
- h. Engage in continual professional development to inform and guide ethical and legal work

B-PF 4. Apply school counseling professional standards and competencies

- a. Stay current with school counseling research and best practices
- b. Conduct and analyze self-appraisal and assessment related to school counseling professional standards and competencies
- c. Use personal reflection, consultation and supervision to promote professional growth and development
- d. Develop a yearly professional development plan to ensure engagement in professional growth opportunities related to relevant professional standards and competencies and personal limitations

B-PF 5. Use ASCA Student Standards: Mindsets & Behaviors for Student Success to inform the implementation of a school counseling program

- a. Select ASCA Student Standards: Mindsets & Behaviors for Student Success to address student needs demonstrated in data
- b. Prioritize ASCA Student Standards: Mindsets & Behaviors for Student Success aligned with school improvement goals
- c. Select or create competencies aligned with the ASCA Student Standards: Mindsets & Behaviors for Student Success and the Common Core State Standards or other state-specific standards

B-PF 6. Demonstrate understanding of the impact of cultural, social and environmental influences on student success and opportunities

- a. Demonstrate basic knowledge and respect of differences in customs, communications, traditions, values and other traits among students based on race, religion, ethnicity, nationality, sexual orientation, gender identity, physical or intellectual ability and other factors

PROFESSIONAL FOUNDATION, cont.

- b. Explain how students' cultural, social and economic background may affect their academic achievement, behavior, relationships and overall performance in school
- c. Maintain and communicate high expectations for every student, regardless of cultural, social or economic background
- d. Explain the dynamics of cross-cultural communications and demonstrate the ability to communicate with persons of other cultures effectively
- e. Collaborate with administrators, teachers and other staff in the school and district to ensure culturally responsive curricula and student-centered instruction
- f. Understand personal limitations and biases, and articulate how they may affect the school counselor's work

B-PF 7. Demonstrate leadership through the development and implementation of a school counseling program

- a. Identify sources of power and authority and formal and informal leadership
- b. Identify and demonstrate professional and personal qualities and skills of effective leaders
- c. Apply a model of leadership to a school counseling program
- d. Create the organizational structure and components of an effective school counseling program aligned with the ASCA National Model
- e. Apply the results of a school counseling program assessment to inform the design and implementation of the school counseling program
- f. Use leadership skills to facilitate positive change for the school counseling program
- g. Define the role of the school counselor and the school counseling program in the school crisis plan
- h. Serve as a leader in the school and community to promote and support student success
- i. Participate in the school improvement process to bring the school counseling perspective to the development of school goals

B-PF 8. Demonstrate advocacy for a school counseling program

- a. Model school counselor advocacy competencies to promote school counseling program development and student success
- b. Advocate responsibly for school board policy and local, state and federal statutory requirements in students' best interests
- c. Explain the benefits of a school counseling program for all stakeholders, including students, families, teachers, administrators and other school staff, school boards, department of education, school counselors, school counselor educators, community stakeholders and business leaders
- d. Articulate and provide rationale for appropriate activities for school counselors
- e. Articulate and provide rationale for discontinuation of inappropriate activities for school counselors
- f. Use data (e.g., closing-the-gap reports) to promote reduction in student-to-school-counselor ratios and reduction of inappropriate non-school-counseling-related tasks
- g. Participate in school counseling and education-related professional organizations

B-PF 9. Create systemic change through the implementation of a school counseling program

- a. Act as a systems change agent to create an environment promoting and supporting student success
- b. Use data to identify how school, district and state educational policies, procedures and practices support and/or impede student success
- c. Use data to demonstrate a need for systemic change in areas such as course enrollment patterns; equity and access; and achievement, opportunity and/or information gaps
- d. Develop and implement a plan to address personal and/or institutional resistance to change that better supports student success

DIRECT AND INDIRECT STUDENT SERVICES

B-SS 1. Design and implement instruction aligned to the ASCA Student Standards: Mindsets & Behaviors for Student Success in large-group, classroom, small-group and individual settings

- a. Use student, school and district data to identify achievement, attendance and discipline issues to be addressed through instruction
- b. Assess cultural and social trends when developing and choosing curricula
- c. Identify appropriate evidence-based curricula aligned to the ASCA Student Standards: Mindsets & Behaviors for Student Success or select/develop other materials informed by research and best practice if evidence-based materials do not exist
- d. Demonstrate pedagogical skills, including culturally responsive classroom management strategies, lesson planning and personalized instruction
- e. Create lesson plans identifying activities to be delivered, standards to be addressed, to whom activities will be delivered, how they will be delivered and how data will be assessed to determine impact on student outcomes
- f. Use a variety of technologies in the delivery of lessons and activities
- g. Engage with school administrators, teachers and other staff to ensure the effective implementation of instruction
- h. Analyze data from lessons and activities to determine impact on student outcomes

B-SS 2. Provide appraisal and advisement in large-group, classroom, small-group and individual settings

- a. Develop strategies to provide appraisal and advisement to students and families about attaining the ASCA Student Standards: Mindsets & Behaviors for Student Success
- b. Use assessments to help students understand their abilities, values and career interests
- c. Include career opportunities, labor market trends and global economics to help students develop immediate and long-range plans
- d. Help students cross reference individual assessment results (e.g. MBTI, Holland Code, ASVAB, O*Net) with occupational/career goals
- e. Help students understand how academic performance relates to the world of work, family life and community service
- f. Help students understand the importance of postsecondary education and/or training as a pathway to a career
- g. Help students and families navigate postsecondary awareness, exploration, admissions and financial aid processes
- h. Connect students to workplace experiences to deepen understandings and explore career interests

B-SS 3. Provide short-term counseling in small-group and individual settings

- a. Use data to identify students in need of counseling intervention

- b. Provide support for students, including individual and small-group counseling, during times of transition, heightened stress, critical change or other situations impeding student success
- c. Explain the difference between appropriate short-term counseling and inappropriate long-term therapy
- d. Explain the impact of adverse childhood experiences and trauma, and demonstrate techniques to support students who have experienced trauma
- e. Respond with appropriate intervention strategies to meet the needs of the individual, group or school community before, during and after crisis response

B-SS 4. Make referrals to appropriate school and community resources

- a. Maintain a list of current referral resources, consistent with school and district policies, for students, staff and families to effectively address academic, career and social/emotional issues
- b. Communicate the limits of school counseling and the continuum of mental health services
- c. Articulate why diagnoses and long-term therapy are outside the scope of school counseling

B-SS 5. Consult to support student achievement and success

- a. Gather information on student needs from families, teachers, administrators, other school staff and community organizations to inform the selection of strategies for student success
- b. Share strategies that support student achievement with families, teachers, administrators, teachers, school staff and community organizations
- c. Consult with school counselors and other education and counseling professionals when questions of school counseling practice arise
- d. Facilitate in-service training or workshops for families, administrators, other school staff, teachers or other stakeholders to share school counseling expertise

B-SS 6. Collaborate with families, teachers, administrators, other school staff and education stakeholders for student achievement and success

- a. Partner with others to advocate for student achievement and educational equity and opportunities
- b. Explain the potential for dual roles with families and other caretakers
- c. Identify and involve appropriate school and community professionals as well as the family in a crisis situation
- d. Supervise school counseling interns consistent with the principles of the ASCA School Counseling Professional Standards & Competencies

PLANNING AND ASSESSMENT

B-PA 1. Create school counseling program beliefs, vision and mission statements aligned with the school and district

- a. Analyze personal, school, district and state beliefs, assumptions and philosophies about student success
- b. Compose a personal beliefs statement about students, families, teachers, school counseling programs and the educational process consistent with the school's educational philosophy and mission
- c. Analyze the school's vision and mission
- d. Create a school counseling vision statement describing a future world where student outcomes are successfully achieved
- e. Create a school counseling mission statement aligned with school, district and state missions
- f. Communicate the vision and mission of the school counseling program to administrators, teachers, other school staff and stakeholders

B-PA 2. Identify gaps in achievement, attendance, discipline, opportunity and resources

- a. Collect and analyze data to identify areas of success or gaps between and among different groups of students in achievement, attendance, discipline and opportunities
- b. Review, disaggregate and interpret student achievement, attendance and discipline data to identify and implement interventions as needed
- c. Create goals based on student, school and/or district data to close the achievement, opportunity and/or information gaps

B-PA 3. Develop annual student outcome goals based on student data

- a. Use achievement, attendance and/or discipline data to create annual student outcome goals aligned with school improvement plans
- b. Write goals in a measurable format such as the SMART goal format, and include baseline and target data within the goal statement
- c. Use student data and results from survey tools to monitor and refine annual student outcome goals
- d. Communicate annual student outcome goals to administrators, teachers, other school staff and stakeholders

B-PA 4. Develop and implement action plans aligned with annual student outcome goals and student data

- a. Design and implement school counseling action plans aligned with school and annual student outcome goals and student data
- b. Determine appropriate students for the target group of action plans based on student, school and district data

- c. Identify appropriate ASCA Student Standards: Mindsets & Behaviors for Student Success addressing needs identified in action plans
- d. Select evidence-based curricula and activities to accomplish objectives, or select/develop other materials informed by research and best practice if evidence-based materials do not exist
- e. Identify appropriate resources needed to implement action plans
- f. Identify intended impact on academics, attendance and discipline as result of action plan implementation
- g. Explain basic research sampling, methodology and analysis concepts as they relate to research outcomes and action research

B-PA 5. Assess and report program results to the school community

- a. Explain concepts related to program results and assessment within a school counseling program
- b. Review progress toward annual student outcome goals
- c. Analyze data to assess school counseling program effectiveness and to inform program development
- d. Collaborate with members of the school counseling team and with administration to decide how school counseling programs are assessed and how results are shared
- e. Use data to demonstrate the value the school counseling program adds to student achievement
- f. Use presentation skills to share effectiveness data and results of action plans and activities with administrators, advisory councils, teachers, faculty and staff, families, school boards and stakeholders

B-PA 6. Use time appropriately according to national recommendations and student/school data

- a. Articulate the distinction between direct and indirect student services
- b. Assess use of time in direct and indirect student services and program management and school support to determine how much time is spent in each school counseling program component
- c. Articulate the best use of a school counselor's time to meet student needs as identified through student data and program goals
- d. Organize and manage time to effectively implement a school counseling program using skills including scheduling, publicizing and prioritizing time
- e. Create annual and weekly calendars to plan activities reflecting annual student outcome goals
- f. Identify, evaluate and participate in fair-share responsibilities

PLANNING AND ASSESSMENT, cont.

B-PA 7. Establish agreement with the principal and other administrators about the school counseling program

- a. Complete managing templates for the school counseling program with other members of the school counseling staff
- b. Discuss school counseling with the principal and/or supervising administrator to formalize delivering, managing and assessing the school counseling program
- c. Explain and model the appropriate role of the school counselor and the organization of the school counseling program
- d. Explain annual student outcome goals, their basis in student data and their alignment with the school improvement plan
- e. Advocate for the appropriate use of school counselor time based on national recommendations and student needs
- f. Finalize the annual administrative conference template after presentation to and discussion with the principal and/or supervising administrator

B-PA 8. Establish and convene an advisory council for the school counseling program

- a. Determine appropriate education stakeholders for representation on the advisory council

- b. Develop effective and efficient advisory council meeting agendas to inform stakeholders about the school counseling program
- c. Explain and discuss school data, school counseling program assessment and annual student outcome goals with the advisory council
- d. Record advisory council meeting notes, and distribute as appropriate
- e. Analyze and incorporate feedback from the advisory council related to annual student outcome goals as appropriate

B-PA 9. Use appropriate school counselor performance appraisal process

- a. Explain and advocate for appropriate school counselor performance appraisal process based on school counselor standards and implementation of the school counseling program
- b. Explain how school counseling activities fit within categories of a performance appraisal instrument
- c. Utilize components of the ASCA National Model to document data-informed, student-focused activities that demonstrate evidence of meeting standards of performance appraisal instruments

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